

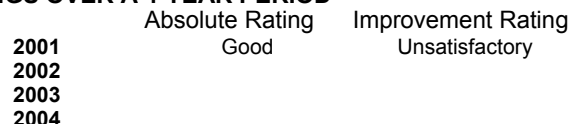
**ABSOLUTE RATING:** Good

**IMPROVEMENT RATING:** Unsatisfactory

Number of Elementary schools with students like ours: 63.

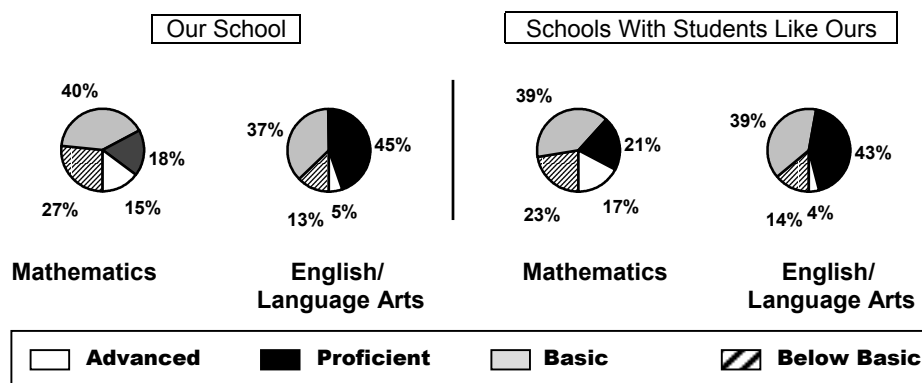
The absolute ratings for those schools ranged from average to excellent. For improvement ratings, the range was from unsatisfactory to excellent.

## RATINGS OVER A 4-YEAR PERIOD



(Definitions of School Rating Terms on Page 4)

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



## DEFINITIONS OF CRITICAL TERMS:

- Advanced** – Student performance exceeded expectations.
- Proficient** – Student performance met expectations.
- Basic** – Student performance met minimum performance expectations.
- Below Basic** – Student performance did not meet minimum performance expectations.

Science scores are to be reported on the 2004 School Report Card. Social studies scores are to be reported on the 2005 School Report Card.

PERCENT OF STUDENTS SCORING BASIC OR ABOVE ON THE PACT				
Student Group	English/ Language Arts	Math	Science	Social Studies
<b>All students (n=363)</b>	87.3	73.3	N/A	N/A
Students with disabilities other than Speech (n=42)	69	40.5		
Students without disabilities (n=320)	90	77.6		
<b>Gender</b>				
Male (n=199)	84.9	75		
Female (n=163)	90.8	71.2		
<b>Ethnic Group</b>				
African American (n=115)	68.7	46.6		
Hispanic (n=4)	N/A	N/A		
White (n=239)	96.7	85.4		
Other (n=4)	N/A	N/A		
<b>Lunch Status Group</b>				
Free/reduced-price Lunch (n=97)	67	42.9		
Pay for lunch (n=265)	95.1	84.5		

## SCHOOL PROFILE

### INDICATORS OF SCHOOL PERFORMANCE

SCHOOL	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
• Dollars spent per student	\$4,129	N/A	\$4,913	\$5,347
• Prime instructional time	89.8%	Down from 91.3%	90.6%	90.2%
• Student-teacher ratio in core subjects	19.7 to 1	N/A	20.3 to 1	18.7 to 1
<b>STUDENTS (n=661)</b>				
• Attendance Rate	96.5%	No change	96.5%	96.2%
• Students with disabilities other than speech taking PACT (ELA) off grade level	6.1%	N/A	3.2%	4.1%
• Students with disabilities other than speech taking PACT (math) off grade level	5.5%	N/A	2.1%	3.1%
• First graders who attended full day kindergarten	98.8%	Up from 89.4%	94.7%	96.3%
• Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
• Retention rate	0.1%	Down from 4.3%	2.7%	3.6%
<b>TEACHERS (n=44)</b>				
• Professional Development days per teacher	8.3 Days	Up from 6.1	7.6 Days	7.6 days
• Attendance Rate	94.7%	Down from 95.4%	95.5%	95.1%
• Teachers with advanced degrees	59.1%	Down from 60.9%	54.1%	47.7%
• Continuing contract teachers	95.5%	Up from 91.3%	87.1%	83.8%
• Teachers with out-of-field permits	2.3%	Up from 0%	0%	0.0%
• Teachers returning from the previous school year	86%	Down from 91.5%	89.1%	87.2%
• Average teacher salary	\$38,120	Up 6.2%	\$38,879	\$37,520

## SCHOOL FACTS

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
<b>SCHOOL</b>				
• Percentage of expenditures spent on teacher salaries	78%	N/A	65.7%	65.3%
• Principal's years at the school	5	N/A	5	4.0
• Parents attending conferences	13.8%	N/A	98.7%	95.6%
• Opportunities in the arts	Fair	N/A	Good	Good
<b>STUDENTS</b>				
• On academic plans	N/A	N/A	29.6%	43.1%
• On academic probation	N/A	N/A	0%	0.0%
• Older than usual for grade	2.4%	Up from 2%	0.6%	1.1%
• Suspended or expelled	7	N/A	1	1
• Gifted and talented	24.5%	N/A	22.6%	11.5%
• With disabilities other than speech	13.8%	N/A	7.8%	8.4%



## PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

Stiles Point Elementary is a neighborhood school featuring an experienced staff with a supportive community, an involved PTA, and eager volunteers. We have high expectations and excellent academic and citizenship programs. We have achieved many awards (e.g., The Community of Readers Award, Exemplary Writing Award, Charleston County Recycling Award, etc.). But we face many challenges ahead as we develop students' academic and citizenship proficiencies as related to the state standards. We are developing our math program to support students' problem-solving strategies in context, use of manipulatives and technology, and increasing their PACT math achievement levels. Teachers need more technology training so that they can provide this type of training to the students. We must provide more "School-To-Career" training involving technology. There are now higher expectations about what is taught and when it is taught (e.g., what was taught only in first grade is now taught in kindergarten). Students and parents must realize that studying at home is part of the educational system. We must help students learn how to work with others and take responsibility for their decisions and actions.

Expectations continue to increase with the implementation of state standards in all subjects. The push for more one-on-one instruction by the teachers (reduced class size) is definitely impacting the school. We are using a teacher allocation formula that was developed by the State Department of Education nearly forty years ago. The needs of the children have changed and evolved since then. Our teachers are expected to teach more, with greater variety, and with higher-level thinking skills. The education of our children still remains our highest priority.

One of our most daunting challenges is funding or, specifically, the lack of it to support instruction for our students and the implementation of state standards. We continuously need to upgrade our curriculum materials and technology. Teachers continue to use fundraisers and their own money to buy materials. We are exploring the use of grants as funding sources to meet our continuing challenges to provide the best instruction and materials for our future leaders of a competitive global economy.

Stephen D. Burger, Principal

### EVALUATIONS BY TEACHERS AND STUDENTS

Percent	Teachers	Students	Parents
Satisfied with learning environment	95.2	83.9	(Avail. 2002)
Satisfied with social and physical environment	97.6	85.5	
Satisfied with home-school relations	100.0	91.1	

### DEFINITIONS OF SCHOOL RATING TERMS

**Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.

**Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.

**Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal.

**Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

**Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

1001084

Stiles Point Elementary  
883 Mikell Drive  
Charleston, SC 29412

Grades PRE-K K-5 Elementary School

Enrollment: 661 Students

### Principal

Stephen D. Burger 843-762-2767

### Superintendent

Dr. Ronald A. McWhirt 843-937-6319

### Board Chair

Ms. Elizabeth H. Alston 843-723-0941

## THE STATE OF SOUTH CAROLINA

Annual School  
Report Card

2001



School Grade:  
Average

### South Carolina Performance Goal:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit our website at  
[www.myschools.com](http://www.myschools.com)